

SUBMISSION GUIDELINES

For

Documents Prepared To Standards Adopted By

The Commission On Teacher Credentialing

**FOR PROGRAMS OF
PUPIL PERSONNEL SERVICES
CREDENTIAL PROGRAMS:**

**School Counseling
School Psychology
School Social Work
Child Welfare and Attendance**



Revised January 2006

**California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814**

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INTRODUCTION

Pupil Personnel Services Credential Overview

School counselors, psychologists, social workers and attendance specialists share some common training (generic competencies shared by all PPS providers) and areas of responsibility pertaining to the personal and educational development of students. At the same time, each group of specialists has a distinct, primary function in the school. Pupil personnel professionals will acquire common and unique knowledge and skills in their chosen area of specialization. However, the principal emphasis should be helping each pupil to be successful in school. All programs should be designed in concert with the educational views of other members of the school staff and community: teachers, administrators, parents and key social agencies.

In order to achieve greater depth of preparation in the distinct PPS specializations that are set forth in the Commission requirements, and concurrently to facilitate understanding and the cooperative interaction between the several PPS specializations, all programs consist of the following two major components: (1) a generic core, which gives emphasis to common PPS concepts, terminology, methods and interdisciplinary support, and (2) one, two or three advanced specializations in the areas of school counseling, school psychology and/or school social work, which are to be identified by the PPS credential candidate as a career choice upon initial enrollment in an approved program. For candidates interested in performing child welfare and attendance services, an additional program component, providing preparation in this area, may be added by the preparation institution to the forgoing three specializations.

All programs should give emphasis to interdisciplinary cooperation, support, and mutual understanding as essential elements in improving the school's services to pupils.

School Counselors

The primary roles of school counselors are to provide educational counseling services in grades 12 and below, including preschool, and in programs organized primarily for adults. Those services would include the following: develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social development; advocate for the high academic achievement and social development of all students; provide school-wide prevention and intervention strategies and counseling services; provide consultation, training and staff development to teachers and parents regarding students' needs; and supervise a district-approved advisory program as described in Education Code Section 49600.

The credential requirements for school counselors are: a baccalaureate degree, post-baccalaureate study consisting of a minimum of 30 semester hours in a Commission-approved professional preparation program specializing in school counseling, including a practicum with school-aged children, and passage of the CBEST.

School Psychologists

The primary roles of school psychologists are to provide psychological services in grades 12 and below, including preschool, and in programs organized primarily for adults. Those services would include the following: provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development, behavioral and academic difficulties; conduct psycho-educational assessments for purposes of identifying special needs; provide psychological counseling for individuals, groups and families; and coordinate intervention strategies for management of individual and school-wide crises.

The credential requirements for school psychologists are: a baccalaureate degree, post-baccalaureate study consisting of a minimum of 60 semester hours in a Commission-approved professional preparation program specializing in school psychology, including a practicum with school-aged children, and passage of the CBEST

School Social Workers

The primary roles of school social worker are to provide social work services in grades 12 and below, including preschool, and in programs organized primarily for adults. Those services would include the following: assess home, school, personal and community factors that may affect a student's learning; identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention; consult with teachers, administrators and other school staff regarding social and emotional needs of students; and coordinate family, school and community resources on behalf of students.

The credential requirements for school social workers are: a baccalaureate degree, post-baccalaureate study consisting of a minimum of 45 semester hours in a Commission-approved professional preparation program specializing in school social work, including a practicum with school aged children, and passage of the CBEST.

Child Welfare and Attendance Supervisors

The primary roles of child welfare and attendance providers are to provide services in grades 12 and below, including preschool, and in programs organized

primarily for adults. Those services would include the following: access appropriate services from both public and private providers, including law enforcement and social services; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in school-wide reform efforts; and promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.

The credential requirements for child welfare and attendance supervisors are: completion of a professional preparation program specializing in school counseling, school psychology *or* school social work, *and* a professional preparation program in school child welfare and attendance services, including a practicum with school-aged children, and passage of the CBEST.

SUBMISSION GUIDELINES FOR PUPIL PERSONNEL SERVICES PROGRAM DOCUMENTS

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for approval of Pupil Personnel Services Credential Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

Submission Information

Important Dates

June 30, 2006	Final date for candidates to begin previous (1991 standards) programs. [The expectation would be that program sponsors would be operating new (2003 standards) programs by July 1, 2006.]
June 30, 2008	Final date for recommending candidates from previous (1991 standards) programs.

Transmittal Documents

Sponsoring agencies should send the Pupil Personnel Services Sponsoring Organization Transmittal letter with the original signatures of the program contacts and chief executive officer along with their proposal(s).

Proposal Organization

Program sponsors are encouraged to prepare separate responses for School Counseling, School Psychology and School Social Work Credential Programs.

Responding to Standards

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program.

The written text may be organized in a variety of ways. Both holistic and factor-by-factor responses, as well as a combination of these approaches are acceptable.

Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program, and by providing evidence to support the explanation.

The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program, in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines, or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective providers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments. Some program coordinators have provided Xerox copies of the table of contents of required texts which shows key elements of the standards to be met.

Lines of suitable evidence will vary with each standard.

Program Contact

The program contact identified on the Transmittal Cover letter will be informed electronically and by mail as changes occur and as the program review progresses.

Preconditions

The Commission has adopted Preconditions for Pupil Personnel Services Credential Programs. These are available in the PPS Credential Standards Guidelines Manual which can be found on the Commission's website at www.ctc.ca.gov.

Common Standards Responses

Responses to the Common Standards should follow this format. Information related to credentialing programs other than those being addressed in the document need not be included in your response.

Transmittal Instructions

Sponsoring agencies are required to submit **three printed copies** of their proposal(s) to the following address:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814

Attention: Joseph Dear